

**TEACHERS' ATTITUDES TOWARD EDUCATION FOR
THE MENTALLY RETARDED**

A THESIS

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LILLA ASHE JONES

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DEDICATION

to

The memory of my deceased parents

Edgar Ashe, Sr.

and

Flossie Thomas Ashe

who were so desirous of my

being a teacher

ACKNOWLEDGEMENT

The writer wishes to express her gratitude to all those who have helped to make this study possible.

She wishes to express direct gratitude to Doctor Mildred Barksdale and Doctor Lynette S. Gaines for their untiring patience and guidance; and to the supervisors, principals, and teachers of Greene, Morgan, Oglethorpe, and Walton Counties for their cooperation.

L.A.J.

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CHAPTER I

INTRODUCTION

Rationale.--There are many schools of thought as to how the retarded child should be educated. The teachers who teach them disagree among themselves as to how they should be taught. Since the educable mentally retarded children are those who have sufficient potential to acquire limited fundamental academic skills, but may not be markedly different from the average child, except in the degree of mental ability, they should be taught to develop those skills which they do have and not allowed to play all day.

There is a question among many people today as to who should be educated and at whose expense. There are some who would educate only the "gifted." Although, considering man's relationship to his fellow-man, "gifted" may be misconstrued to mean from a given capacity. There are those who would educate all on the belief that the successful development of a democratic society depends upon an educated citizenry. Whatever the preference of the people there seems to be no uniformity of opinion. The general philosophy of education in the United States is that all shall, at least, have equal opportunity for education, and the acceptance of the philosophy justifies the effort to make "equal" mean the opportunity that permits mentally retarded children to develop to their capacities just as any other children are allowed to develop to their capacities, so that they may be fitted into society as wage

earners and as assets rather than as liabilities.

Children who are mentally retarded are more like normal children than they are different from them. Their needs are very much the same as those for other children. The mentally retarded child needs a chance to play, to have a part in activities of other children, to be given a place in a group, and to be accepted by group members as they are with all of their limitations. The meeting of these needs must begin within the family circle where every assurance is created with evidence of their being loved and wanted. Encouragement in every task accomplished will result in experiences of personal success for them as individuals who can make useful contributions to an established society.¹

Evelyn Hart says that it must be stated again and again that:

1. Most mentally retarded children need not be confined in institutions.
2. Mentally retarded children have no more criminal tendencies than any other children.
3. Mentally retarded children are not pre-determined sex delinquents.
4. Most mentally retarded children can be trained and educated.²

Evolution of the problem.--The writer has always been interested in under-privileged people. Since she has been teaching, she has worked with many under-privileged children in her regular classes, and she has also taught slow learners for four years in two or more subjects. During this time she made the following observations:

1. Most teachers are not interested in teaching slow learners.

¹
U. S. Department of Health, Education, and Welfare, "What You Can Do At Home," Children's Bureau Folder, No. 43-1956 (1956), pp. 14-15.

²
Evelyn Hart, "How Retarded Children Can Be Helped," Public Affairs Pamphlet, No. 288 (September, 1959), p. 7.

2. Slow learners seem to sense a feeling of not being wanted when taught by uninterested teachers.
3. Slow learners are often seen, when in the classes with other children, sitting the class period out; while the brighter pupils recite or do whatever there is to be done.
4. Slow learners can not do their best work with an insecure feeling.

The writer became more concerned about under-privileged and educable mentally retarded children when she was asked to take a class of mentally retarded children for the term 1964-1965. There seems to be a need for everyone to be concerned about the educable mentally retarded, as there are about twenty-five in every 1,000 population. These children are expected to profit from special educational facilities designed to make them economically useful and socially adjusted. Their mental development is about one-half to three-fourth that of the average child. They are able to acquire enough academic skills to become self-supporting and to manage their own affairs.

With these facts in view, the teachers seem to be the persons who need to be concerned most about these children adjusting to society, because it is less expensive to society to educate these children to support themselves than it is to support them in institutions for a life time.

Contribution to educational research.--The importance of this research lies in the extent to which teachers can be helped to understand and become interested in the educable mentally retarded children.

It is hoped that these teachers' attitudes will aid the officials in setting up and operating more beneficial programs for the mentally retarded. Finally, it is hoped that this study will encourage teachers to seek information that will enable them to better understand retarded children so that the children may have a greater feeling of security.

Statement of the problem.--The problem involved in this study was to determine the attitudes of certain teachers toward educating the educable mentally retarded children.

Purpose of the study.--The major purpose of this study was to find out how a group of teachers felt about educating the mentally retarded children.

More specifically this research has attempted to answer the following questions:

1. What are these teachers' attitudes toward equal opportunity for the mentally retarded?
2. What are these teachers' attitudes toward the special class?
3. Do they feel that educating the mentally retarded is beneficial to society?
4. Do they feel that educating the mentally retarded is beneficial to the children?
5. Do they feel that these children can develop to their mental capacity in the regular class?
6. Do they feel that these children need ~~specially~~ trained teachers to teach them?
7. Do they feel that these children's parents should

be educated as to the condition and needs of their children?

8. Do they feel that a curriculum that is designed to meet the needs of normal children will meet the needs of the retarded?
9. Do they feel that the public understands these children and their problems?
10. Do they feel that mentally retarded children should be institutionalized?
11. Do teachers have the same attitudes toward mentally retarded children where there is not a class for the mentally retarded as those where there is a class for the mentally retarded?

Definition of terms.--For the purpose of this study the following terms connote the respective meanings:

1. The educable mentally retarded child is one who appears to have sufficient potential to acquire limited fundamental academic skills but may not be markedly different from the "average" child, except in degree of mental abilities. This child will have an IQ of approximately 50 - 75.¹
2. An attitude is a mental and neural state of readiness organized through experience, exerting a directive or dynamic influence upon the individual's response to all

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Services for Exceptional Children, A Directory for the Development of Educable Mentally Retarded Children (Georgia: State Department of Education, 1964-1965), p. 2.

objects and situations with which it is related.¹

Locale of study.--This study was conducted in Greene, Morgan, Oglethorpe, and Walton Counties during the school term 1964-1965.

Subjects.--The following subjects were used in this study:

1. Seventy teachers from Greene County who teach in grades 1-12 and 2 classes for the mentally retarded.
2. Fifty teachers from Morgan County who teach in grades 1-12.
3. Thirty-five teachers from Oglethorpe County who teach in grades 1-12 and one class for the mentally retarded.
4. Sixty teachers from Walton County who teach in grades 1-12 and three classes for the mentally retarded.

Method of research.--The descriptive survey method was used in this study. A questionnaire was employed to collect the necessary data.

Procedural steps.--The following steps were used to achieve the purposes of this study:

1. Permission was secured from the principals to ask their teachers if they would cooperate.
2. A preliminary questionnaire was constructed with the help of advisor.
3. Questionnaires were sent to the teachers and they filled them.

Survey of related literature.--A preliminary survey of related literature pertinent to this subject reveals that little has been done

1

Otto Klineberg, Social Psychology (New York: Henry Holt and Company, 1940), p. 347.

for the educable mentally retarded until recently.

A quick glance backward shows mankind achieving great victories over nature, ferreting out secrets deeply hidden in the universe he inhabits. Yet, over the ages, he has been reluctant to investigate the dark corners of the human brain and, in his perplexity, has accepted outrageous interpretations of things he did not understand. In ancient Greece, while the great minds of Plato and Socrates were formulating basic concepts of a new and enduring philosophy, many of their countrymen who were mentally retarded were abandoned and left to die. For many centuries, the mentally retarded were considered incapable of human feelings, were neglected, ostracized and persecuted.

During the middle ages, public opinion swung far in the opposite direction and these unfortunate human beings were regarded as sacred creatures meriting reverence and even worship. In some areas, they were court fools and jesters, earning the protection and patronage of royalty.

Not until the beginning of the nineteenth century was anything resembling an educational and medical approach made to this problem. Through long range experimental methods, Dr. Jean Itard of France who had worked with the deaf, the dumb and with the insane, proved beyond any doubt that the mentally retarded were capable of some degree of education. His work influenced other educators and medical scientists in Europe and America, and the study of mental retardation in an objective, practical, scientific manner was on its way. In this country, the record shows that the period 1850-1900 gave rise to the development of institutions for the care of the mentally retarded; the

next half century, 1900-1950, saw the development of intelligence and personality tests and the establishment of special classes for the retarded in public schools; the period beginning in 1950 is marked already by an emphasis on research and rapid expansion of community resources.¹

Even though there has been an expansion in community resources and an increased emphasis in the field of research in the last ten years, there has still not been enough research to say this is the way it should be done or these are the materials that should be used, but there have been some successful experiments on which are based the curriculum, and the requirements for the educable mentally retarded children. During the last fifteen years, the state of Georgia has added to its public schools special classes for the educable mentally retarded children. An educational system needs to be adapted to meet the needs of all grades of intelligence in all states so that the mentally retarded children can be included.

According to Cruickshank and Johnson, special education involves meeting the needs of children. The expanding of general education into the special fields is based upon one important factor, that there must be sufficient amount of mental ability to become semi-independent or completely independent adults. Since the schools were given the responsibility to educate, it is believed that exceptional children were included as well as the normal.²

1

Hart, loc. cit., p. 4.

2

William M. Cruickshank and G. Orville Johnson, Education of Exceptional Children and Youth (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959), p. 45.

R. Graham discusses the responsibilities of public education for the mentally retarded children as follows:

A person or community functions no better than the philosophy that motivates it. If a school's administrator, or community believes in children and education, and if their concepts of service are triggered by attitudes that include acceptance of handicapped children, they will provide for them, most adequately.

A mediocre teacher with a good principal may be more effective than a good teacher with a poor building leader. Leadership sets the pace, coordinates the program, and interprets within and without the school. Leadership inspires. It supports the discouraged as well as the ambitious. Leadership gives status and balance.

Organization, in special education, starts with objectives. It includes lines of authority and methods of communication. It is much more than assigning personnel.

No special educational program succeeds if it is designed only to meet an immediate condition.¹ It must also include plans for the future of every child.

According to Rothstein, the nature of the mentally retarded child's handicap limits the amount and the kind of subject matter by which he is able to profit. There are some cases where no restriction should be placed upon the content of the academic experiences in which the child takes part except that which is imposed by his not being able to understand.²

J. E. Wallace Wallin expresses his views about the mentally retarded as follows:

1. The primary agency for the education of all children whether "fit" or "misfit," is the public school.

2. No child should be excluded from the public school because he has a Binet I.Q. (or any other valid I.Q.) of less than 50, unless he rates below the level of middle imbecile.

1

R. Graham, "The Responsibility of Public Education for Exceptional Children," Exceptional Children, XXVIII (January, 1962), 257-258.

2

Jerome H. Rothstein, Mental Retardation, Readings and Resources (New York: Holt-Rinehart & Winston, 1963), p. 249.

Nor should he be excluded merely to rid the school of an unwanted pupil or to relieve it of an onerous responsibility. No child should be institutionalized solely to free the school and home of their joint responsibilities for the up-bringing of one who is in the surmerged twentieth of the population.

3. The best place for the education of any child is in his own home, if it is adequate. Hence no child should be institutionalized except for justifiable reasons.

4. Children who are seriously retarded mentally should not be retained indefinitely in the regular grades when they receive little benefit from the instruction and they are not given social acceptance, as is often the case. They should instead, be transferred to efficiently organized special classes.¹

Considering these children's limited abilities and what the public is obligated to do for them, the writer is of the opinion that the method of dealing with them must be considered.

Gibby and Hutt stress that a variety of methods be used in teaching the mentally retarded because the knowledge in this area of methodology is so limited.²

J. E. Wallace Wallin discusses many methods that may be used advantageously with the mentally retarded children: remedial instruction for those who need it, group instruction whenever possible, the use of concrete objects for those who are seriously retarded, and repetition and review for the purpose of the children understanding that which is taught or that which the average child learns incidentally. In fact, he says that a host of devices can be used advantageously with the mentally retarded.³

¹
J. E. Wallace Wallin, Education of Mentally Handicapped Children (New York: Harper & Brothers, 1955), p. 98.

²
Robert G. Gibby and Max L. Hutt, The Mentally Retarded Child (Boston: Allyn and Bacon, Inc., 1958), p. 247.

³
Wallin, loc. cit., pp. 183-218.

Cruickshank and Johnson advocate the following:

The method of instruction used with the mentally retarded children are, in many ways, identical to those used by good teachers with normal children. Many of the poorer methods, particularly those of a verbal and abstract nature, that can achieve fairly satisfactory results with normal children. Highly organized step by step instruction is far more essential for the mentally handicapped child or youth than for the normal child. Because of their slower rate of learning of a sequence of successively more difficult skills and concepts distributed over a longer period of time. As the result of remaining at a specified level for a more extended period of time, materials must be presented in a greater variety of ways and can be applied to more varied kinds of situations.¹

Walter Jacob expresses his views as follows:

The teacher must observe the way a child approaches a situation and attempt to interpret the underlying attitudes and disabilities.

Traditionally, for the retarded child, vocabulary and subject matter were simply brought down to the mental level of the child and the usual teaching methods used. If a twelve year old had the mental ability of a seven year old (approximately second grade in school) the teacher used first or second grade materials. Many students have not responded satisfactorily to such a program.²

A functional curriculum may be defined as an organization of learning and experiences to cover a scope and sequence, the purpose of which is to help children to develop and live enriched lives in a democratic society.

Kirk says that a program for the mentally retarded should stress social competence, personal adequacy, and occupational competence.³

1

Cruickshank and Johnson, loc. cit., p. 214.

2

Walter Jacob, "New Hope for the Mentally Retarded," Public Affairs Pamphlet, No. 210 (1954), pp. 16-17.

3

Samuel A. Kirk, Educating Exceptional Children (Boston: Houghton Mifflin Co., 1962), p. 112.

Strickland emphasized the following: "The mentally retarded children's problems is not a remedial one, but rather one of additional time to learn and develop."¹

Lee and Lee state that studies prove that any child in a situation where he is constantly expected to make finer discriminations than he is capable of making may cause a complete disintegration in the child's behavior.²

Georgia's Division of Services for Exceptional Children agrees that the curriculum for the mentally retarded should include the following areas:

1. Experiential and readiness background
2. Basic learning skills
3. Social competence
4. Citizenship
5. Personal competencies
6. Health, physical and emotional competencies
7. Music, art and crafts, and
8. Pre-vocation skills.³

Regardless of the curriculum for the mentally retarded children, research also indicates that the home conditions and the parents play a very important part in the development of retarded children.

Leroy Olsen evaluated some studies which indicate that:

Progress with either the child or the parent resulted in progress for both. If the parents were helped, the child progressed and made better adjustment in the classroom, the home and the community. The parents enjoyed a greater degree

1

Ruth Strickland, Language Arts in the Elementary School (Boston: D. C. Heath & Company, 1957), pp. 206-09.

2

Murray Lee and Doris Lee, The Child and His Curriculum (New York: Appleton-Century-Crofts, Inc., 1960), p. 57.

3

Services for Exceptional Children, Curriculum Areas for the Mentally Retarded, Form IEC-M7 (Georgia: October, 1959).

of emotional stability and became more accepting of the child. It seems that an effective plan for education and treatment of the mentally retarded child must include the parent in every part of the program.¹

Christopher S. Wren says:

A retarded child will find the love he needs when his parents learn to accept him for what he is, rather than for what they had hoped he might have been. Otherwise, the 'if's' and 'why's' will continue to hurt needlessly. Instead of dwelling morbidly upon his handicap, they can develop the faculties he does have. The most important job of parents is to make the retarded child happy with himself as a person of worth and dignity, even though he can not do what others do.²

The mentally retarded child, youth or adult has as many problems in the better homes as the mentally retarded child has in the lower class home. They may understand his problems intellectually, but may not be able to accept them emotionally. They may understand that he can only earn his living in an unskilled position, but they may not be able to accept his employment in a position of this type. They may think about institutionalizing him, but they worry about what their neighbors and friends may think.³

Parents need to know that they should not pity or shower their mentally retarded child with affection to cover up for their resentment or rejection. They should know that retreating from reality--refusing to look facts in the face, refusing to accept considered opinions of competent authority, refusing to take the child for medical or psychological examinations, and wondering why did they have a child like

¹ Leroy C. Olsen, "Serving the Needs of Retarded Children," Educational Journal, LXXXIII (October, 1962), p. 89.

² Christopher S. Wren, "Retarded Child," Look, XXVIII, No. 24 (December 1, 1964), pp. 31-36.

³ William M. Cruickshank, Psychology of Exceptional Children and Youth (New Jersey: Prentice Hall, Inc., 1963), pp. 478-79.

that, are all forms of rejections. Parents need to know that their child is fundamentally like other children and that he differs only in having a lesser amount of the qualities and abilities possessed by some. If the teachers and the parents understood this fact, they could start from that point and be great companions in the education of the handicapped child, because the objectives for the handicapped child are the same as those for any other children, but there is a matter of changing the means to obtain these objectives. There is much parents could do if they knew how to do it.¹

Letha L. Patterson, a mother of a retarded child, suggests some pointers for professionals who deal with retarded children:

1. Tell us the nature of our problem as soon as possible.
2. Always see both parents.
3. Watch your language.
4. Help us to see that this is our problem.
5. Help us to understand our problem.
6. Know your resources.
7. Never put us on the defensive.
8. Remember the parents of retarded children are people.
9. Remember that we are parents and you are professionals.
10. Remember the importance of your attitude toward us.²

Parents who do not understand retarded children should have the kind of help recommended by Minnie Ramsey:

The needs for parents of educable mentally retarded children are for recognition and moral support. They need to know that there are families around them with other

1

Samuel R. Laycock and George S. Stevenson, "Parents Problems with Exceptional Children," Education of Exceptional Children, ed. Nelson B. Henry, Forty-Ninth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1950), pp. 117-134.

2

Letha L. Patterson, "Some Pointers for Professionals," Children, No. III, A Reprint from Children, January-February, 1956 (Washington, D. C.: U. S. Department of Health, Education and Welfare), pp. 13-17.

mentally retarded children. These parents need enlightening regarding the nature and purpose of the school program and should be orientated into the general pattern of parental care of these children.¹

Even though the field of mental retardation is new, researchers seem to agree that the teachers should be efficient in the field before attempting to teach it.

James T. Baldini states his views as follows:

We want people with specialized training of a high quality. They must be able to adequately assess the needs and provide for them. In the area of the new, that is research, they must be able to distinguish fact from fancy. They must be willing to change their program in the light of new knowledge. They must be able to work with parents. The fact that people with all these qualities may at this time be impossible to come by should not be a deterrent to us in our efforts to provide first rate, top quality educational opportunities for the retarded.²

Herbert Goldstein made a study of the mentally retarded and concluded as follows:

The attitude and planning of the regular classroom teacher has a profound effect upon the kind of education an educable mentally retarded child receives, but the teacher should not be expected to manage alone all aspects of the program for dealing with such a child. He needs help in reviewing plans, in procuring specialized materials, and in orienting the rest of the school staff to the nature and needs of his retarded pupil.³

Baker states that the special teacher should have the following qualities:

¹ Minnie Ramsey, "Help Parents of Retarded Children," School and Community (November, 1964), pp. 24 and 62.

² James T. Baldini, "The Importance of Professional Standards as Viewed by a Parent and His Organization," Exceptional Children, XXVIII (May, 1962), pp. 507-508.

³ Herbert Goldstein, "Planning for the Educable Mentally Retarded," NEA Journal, LIII, No. 5 (May, 1964), p. 35.

The special teacher is an important key person in the program of special education. She should be well trained and familiar with her own particular field, and the other types of exceptional children as well.

It is assumed that all the highly desirable attributes of good teachers should be highly exemplified in her attitudes toward her particular assignments. She must be proud of her class and impart a feeling of its importance to the regular teachers. If she lives in an apologetic frame of mind with regard to her work and her class, her fellow teachers in the same building or among her acquaintances are likely to dispise her and her class. She must have unusual patience and understanding of children. As noted many times, most exceptional children have a combination of defects, and often they have been subjected to ridicule by a world which is harsh and in which competition is ruthless. It requires an unusual amount of enthusiasm and encouragement to neutralize these negative influences and to build a positive psychology for such children.¹

Mackie, William and Dunn say the distinctive competencies of any person dealing with mentally retarded children have been grouped under four broad headings:

1. Understanding the characteristics of the mentally retarded child and his place in society.
2. Developing a functional curriculum through relating the broad personal and social needs to the mentally retarded.
3. Understanding and applying pedagogical procedures based on an understanding of the known learning characteristics of the mentally retarded.
4. Selecting, developing, and using appropriate instructional materials and equipment in teaching retardates.²

All the researchers seem to agree that the public schools of our country were designed primarily for the average or normal child, but all have a right to be educated to their mental capacities at public expense, and that the educable mentally retarded, through an

¹
Harry J. Baker, Exceptional Children (New York: The Macmillan Company, 1959), pp. 490-491.

²
Department of Health, Education, and Welfare, "Competencies Needed by Teachers of the Mentally Retarded," A Report from Teachers of Children who are Mentally Retarded, 1957, Bulletin 1957, No. 3 (Washington, D. C.: Government Printing Office, 1957), pp. 4-16.

educational program adapted to their needs, are able to live fuller and more satisfying lives, to better understand their own problems and make better adjustments to them. They also become more socially adequate, achieve greater economic independence when the program is operated by understanding, qualified teachers and officials, and the program provides such experiences and activities as the following which have been outlined by Georgia's Services for Exceptional Children to help the child:

1. Develop confidence through successful accomplishment.
2. Learn habits of physical health and safety.
3. Learn language and speech development skills.
4. Begin developing quantitative concepts.
5. Learn visual and auditory discrimination and memory.
6. Learn basic physical and motor skills.
7. Learn to enjoy and benefit from group participation.
8. Learn general work habits and attitudes.
9. Develop basic concepts of physical and social reality.
10. Develop the ability to think.¹

Gibby and Hutt state:

Numerous studies indicate that such children are capable of successfully holding a job when they reach adult age. A fundamental objective of their education is to enable them to live happy and full lives; they need to be prepared to be as economically self-sufficient as possible. This means that an adequate vocational training program should be provided for the retarded child within the framework of the school system.²

Services for Exceptional Children also suggest purposes of the junior high mentally retarded program be centered around the following objectives:

¹

Services for Exceptional Children, A Guide to Curriculum Development for Educable Mentally Retarded Children (Georgia: State Department of Education, 1963), p. 36.

²

Gibby and Hutt, loc. cit., p. 281.

1. To establish rapport with each pupil.
2. To assist each pupil in planning for the future.
3. To help the pupil and his family develop realistic goals.
4. To explore job possibilities in many areas.
5. To develop in these pupils and their parents wholesome respect for most types of jobs.
6. To further develop the pupil's abilities in skills, (reading, arithmetic, writing, spelling and speaking).
7. To emphasize: social graces, personal appearance, health requirements, and the necessity of 'getting along.'
8. To integrate the pupils into the total school program where possible.¹

Doctor H. Kruger made a study of the trend in service employment and found that there are many implications for the educable mentally retarded if he has been trained in areas for which he is capable even in the midst of automation, mechanization, technology, economic changes, and legislative and social changes.²

These children have proven in the few years that they have been given special attention that it is beneficial to allow them a chance to succeed. Of course this chance comes with the teachers, administrators and parents working together for the welfare of the children.

Patricia P. Hunter says:

In 1960 there were over 284,000 children and young people under twenty years of age living in institutions. Many can be helped to fulfill their potential as individuals and become contributing members of our society. To achieve this goal, they require expert care and attention. Among the indispensables is an education program geared to the needs, abilities and disabilities of all those who are able to participate.³

¹

Services for Exceptional Children, loc. cit., p. 56.

²

D. H. Kruger, "Trends in Service Employment: Implications for the Educable Mentally Retarded," The Exceptional Child, XXX (December, 1963), pp. 167-172.

³

Patricia P. Hunter, "Handicapped Children in Residential School," School Life, XLII (December, 1964), p. 8.

Stafford L. Warren States:

Many of those who grow up mentally retarded can be helped to be self supporting citizens. They should not be confused with the mentally ill. Many mentally retarded persons being cared for in institutions for the mentally ill should be taken out and trained in the home and community.¹

By the use of sociometric techniques in the regular grades, one through five, that had one or more mentally retarded children, Johnson found that mentally handicapped children were isolated or rejected or isolated and rejected by the children in the regular grades. The average children felt that these children were annoying because of such traits as bullying and fighting. This study indicated that physical integration of the mentally retarded does not mean social integration; it may mean isolation, rejection and insecurity for the mentally handicapped.

It is difficult for the regular teacher to assist in the adequate adjustment of the mentally handicapped in her classroom. This is due to the fact that she does not usually understand the curriculum nor the children, and the regular class is usually much too large to give the mentally retarded much help. Classes for the mentally handicapped children, as separate classes within the public school system, are common organizational procedures. The aim of the special class organization is to educate children with markedly low intelligence to become socially adequate and occupationally competent so that they may not be

1

Stafford L. Warren, "Mental Retardation Could Be Cut in Half," Science News Letter, LXXXIV. (September 7, 1963), p. 152.

classified as, or perform like, mentally deficient persons.¹

Cruickshank and Johnson say:

The special class is widely used with mentally handicapped children. Even in large cities the approach is often favored over a special school. Most communities, where possible, follow the plan of placing from 2-6 special classes for mentally handicapped children in a single school building. This permits more economical utilization of teaching materials and equipment, provides an opportunity for specialization of many teaching personnel, and also provides a differentiated program for the children themselves. When multiple units are placed in a single school, differentiation is usually most satisfactory when it is done on the basis of developmental levels. The special class is mandatory if mentally deficient children are the responsibility of the public school.²

Ellenbogen conducted a study of mentally handicapped children in regular and special classes of the Chicago elementary public schools. The pupils in the special classes were fewer in number; they had a specially designed curriculum, and the teachers were trained to work with mentally handicapped children. Those in the regular classes followed the regular school curriculum. The groups were matched in age, sex, I.Q. and school district.

The children in the regular classes were found to exceed the children in the special classes in paragraph meaning, word meaning, arithmetic computation, and arithmetic reasoning. The children in the special classes had higher rating from their teachers in school adjustment, more realistic vocational aspiration, and more after school

1

G. Orville Johnson, "A Study of the Social Position of Mentally Handicapped Children in the Regular Grades," American Journal of Mental Deficiency, LV (July, 1950), pp. 60-89.

2

Cruickshank and Johnson, loc. cit., p. 64.

jobs.¹

Blatt compared seventy-five pupils in the special classes with fifty pupils of the regular classes from the elementary schools of Pennsylvania. These children were also matched in age, sex and I.Q.

There were no significant differences found between these two groups academically, socially, in school attendance, or in behavior patterns.²

1

Morton L. Ellenbogen, "A Comparative Study of Some Aspects of Academic and Social Adjustment of Two Groups of Mentally Retarded Children in Special Classes and in Regular Grades" (unpublished Ph.D. dissertation, Northwestern University, 1957). Publication No. 23,562.

2

Burton Blatt, "The Physical, Personality, and Academic Status of Children Who Are Mentally Retarded Attending Special Classes as Compared with Children Who are Mentally Retarded Attending Regular Classes" (unpublished Ph.D. dissertation, Pennsylvania State University, 1956). Publication No. 19,333.

CHAPTER II

ANALYSIS AND PRESENTATION OF DATA

Organization and treatment of data.--A systematic procedure was used for presentation, analysis and interpretation of data derived from the administration of questionnaires to the teachers of Greene, Morgan, Oglethorpe, and Walton Counties, Georgia. The responses on the returned questionnaires were first tabulated to find out to what extent each county had responded to each item included in the questionnaire. The data for each item were then assembled into appropriate tables and a summary or statement made in reference to each.

The specific purposes of the study were as follows:

1. What are these teachers' attitudes toward equal opportunity for the mentally retarded?
2. What are their attitudes toward special classes?
3. Do they feel that educating the educable mentally retarded children is beneficial to the children?
4. Do they feel that educating the educable mentally retarded children is beneficial to society?
5. Do they feel that these children can develop to their mental capacity in the regular class?
6. Do they feel that these children need teachers who are specially trained to teach them?
7. Do they feel that these children's parents should be educated as to the condition and needs of their

children?

8. Do they feel that a curriculum designed to meet the needs of normal children will meet the needs of the retarded?
9. Do they feel that the public understands these children and their problems?
10. Do they feel that the educable mentally retarded children should be institutionalized?
11. Do teachers have the same attitudes toward mentally retarded children where there is not a class for the mentally retarded as those have where there is a class for the mentally retarded?

Number of questionnaires distributed and percentage of returns.--

Table 1, page 24, shows that seventy questionnaires were distributed in Greene County and 62 or 88 per cent were returned, seventy were distributed to Morgan County and 30 or 60 per cent were returned, thirty-five were distributed in Oglethorpe County and 29 or 82 per cent were returned, and sixty were distributed in Walton County and 57 or 95 per cent were returned.

Teachers' data.--The attitudes of teachers toward educating mentally retarded children are given in Table 2, page 24. There are fifty-five teachers from Greene County or 88 per cent who were in favor of public school education for the mentally retarded children, 4 or 6 per cent were against public school education for them, and 3 or 5 per cent were in doubt. Twenty-three teachers from Morgan County or 77 per cent were in favor of public school education for the

TABLE 1

THE NUMBER OF QUESTIONNAIRES DISTRIBUTED AND
PERCENTAGE OF RETURNS

County	Number Distributed	Number Returned	Percentage
Greene	70	62	88
Morgan	50	30	60
Oglethorpe	35	29	82
Walton	60	57	95
Totals	215	178	82

TABLE 2

THE ATTITUDES OF TEACHERS TOWARD EDUCATING THE
MENTALLY RETARDED CHILDREN IN THE PUBLIC
SCHOOLS

County	Number		Number		Number		Totals	
	For	Per Cent	Against	Per Cent	Doubt	Per Cent	Number	Per Cent
Greene	55	88	4	7	3	5	62	100
Morgan	23	77	6	20	1	3	30	100
Oglethorpe	17	59	8	27	4	14	29	100
Walton	37	65	16	28	4	7	57	100
Totals	132	74	34	19	12	7	178	100

retarded, 6 or 20 per cent were against public school education for them, and 1 or 3 per cent were in doubt. There were 17 teachers from

Oglethorpe County or 59 per cent who were in favor of the mentally retarded being educated in the public schools, 8 or 27 per cent against the idea, and 14 or 29 per cent were in doubt. Walton County had 37 or 65 per cent of its teachers who were in favor of the mentally retarded being educated in the public schools, 16 or 28 per cent who were against the idea, and 4 or 7 per cent were in doubt. There were 132 teachers from all counties who agreed that the mentally retarded should be educated in the public schools, 34 or 19 per cent disagreed with the statement, and 12 or 7 per cent were in doubt.

The beliefs of teachers toward the needs of the educable mentally retarded are shown in Table 3. There were 38 or 58 per cent of the

TABLE 3
BELIEFS OF TEACHERS TOWARD THE NEEDS OF THE
EDUCABLE MENTALLY RETARDED

County	Number		Number		Number		Totals	
	For	Per Cent	Against	Per Cent	Doubt	Per Cent	Num-ber	Per Cent
Greene	36	58	23	37	3	5	62	100
Morgan	14	47	12	40	4	13	30	100
Oglethorpe	14	48	11	38	4	14	29	100
Walton	30	52	22	39	5	9	57	100
Totals	94	53	68	38	16	9	178	100

teachers of Greene County who felt that the educable mentally retarded children have the same needs as other children, 23 or 37 per cent felt that they do not, and 3 or 5 per cent were in doubt. There were 14

or 48 per cent of the teachers from Oglethorpe who felt that the educable mentally retarded children have the same needs as any other children, 11 or 38 per cent did not, and 4 or 14 per cent were in doubt. There were 30 or 52 per cent of the teachers from Walton County who believed that the mentally retarded children have the same needs as any other children, 22 or 39 per cent did not think they had, and 5 or 9 per cent were in doubt. There were 94 teachers from all counties who felt that the mentally retarded children have the same needs as any other children, 68 or 38 per cent who did not think they did, and 16 or 9 per cent were in doubt.

Teachers' attitudes toward the general goals of education for the mentally retarded are shown in Table 4. It shows that 47 or 76 per cent of the teachers of Greene County agreed that the general

TABLE 4

TEACHERS' ATTITUDES TOWARD THE GENERAL GOALS
OF EDUCATION FOR THE MENTALLY
RETARDED

County	Number		Number		Number		Number	
	For	Per Cent	Against	Per Cent	Doubt	Per Cent	Number	Per Cent
Greene	47	76	9	14	6	10	62	100
Morgan	18	60	9	30	3	10	30	100
Oglethorpe	19	66	7	24	3	10	29	100
Walton	39	68	9	16	9	16	57	100
Totals	123	69	34	19	21	12	178	100

goals for educating the mentally retarded are the same as those for other children, 9 or 14 per cent disagreed, and 6 or 10 per cent were

in doubt. Eighteen or 60 per cent of the teachers from Morgan County agreed that the general goals for educating the mentally retarded are the same as those for other children, 9 or 30 per cent disagreed, and 3 or 10 per cent were in doubt. There were 19 or 66 per cent of the teachers from Oglethorpe County who agreed that the goals for the mentally retarded are the same as those for any other children, 7 or 24 per cent disagreed, and 3 or 10 per cent were in doubt. There were 39 or 68 per cent of the teachers of Walton County who agreed that the general goals for educating the mentally retarded are the same as those for any other children, 9 or 16 per cent disagreed, and 9 or 16 per cent were in doubt. The total number agreeing was 123 or 69 per cent, the total disagreeing was 34 or 19 per cent, the total in doubt was 21 or 12 per cent.

Table 5 shows the teachers' attitude toward mentally retarded children progressing more in the special class. There were 6 or 96

TABLE 5

TEACHERS' ATTITUDES TOWARD MENTALLY RETARDED CHILDREN'S
PROGRESS IN THE SPECIAL CLASS

County	Number		Number		Number		Totals	
	For	Per Cent	Against	Per Cent	Doubt	Per Cent	Number	Per Cent
Greene	60	96	1	2	1	2	62	100
Morgan	27	90	1	3.33	2	6.67	30	100
Oglethorpe	24	83	4	14	1	3	29	100
Walton	51	89	2	4	4	7	57	100
Totals	162	91	8	4.5	8	4.5	178	100

per cent of the teachers from Greene County who felt that mentally retarded children progressed more in the special class. In Morgan County there were 27 or 90 per cent who felt that the mentally retarded progressed more in the special class. There were 24 or 83 per cent of the teachers from Oglethorpe County who felt that the mentally retarded progressed more in the special class, 4 or 14 per cent disagreed, and 1 or 3 per cent were in doubt. There were 51 or 89 per cent of the teachers from Walton County who felt that the mentally retarded progressed more in the special class, 2 or 4 per cent disagreed, and 4 or 7 per cent were in doubt. There were 162 or 91 per cent of teachers who agreed that the mentally retarded progressed more in the special class.

The attitudes of the teachers toward the value of the special class are expressed in Table 6. There were 6 or 10 per cent of the teachers from Greene County who felt that the special class has little

TABLE 6

THE ATTITUDES OF TEACHERS TOWARD THE VALUE OF THE
SPECIAL CLASS

County	Number		Number		Number		Total	
	For	Per Cent	Against	Per Cent	Doubt	Per Cent	Number	Per Cent
Greene	6	10	46	74	10	16	62	100
Morgan	4	13	20	67	5	20	30	100
Oglethorpe	5	17	22	76	2	7	29	100
Walton	2	4	45	79	10	17	57	100
Totals	17	10	133	75	28	15	178	100

value, 46 or 74 per cent disagreed with the idea, and 10 or 16 per cent were in doubt. There were 4 or 13 per cent of the teachers from Morgan County who felt that the special class has little value, 20 or 67 per cent disagreed with the idea, and 6 or 20 per cent were in doubt. There were 5 or 17 per cent of the teachers from Oglethorpe County who believed that the special class has little value, 22 or 76 per cent disagreed with the idea, and 2 or 7 per cent were in doubt. There were 2 or 4 per cent of the teachers from Walton County who believed that the special class has little value, 45 or 79 per cent disagreed with the idea, and 10 or 17 per cent were in doubt. Seventeen or 10 per cent of all the teachers agreed that the special class is of little value, 133 or 75 per cent disagreed with the idea, and 28 or 15 per cent were in doubt.

Table 7 shows the attitudes of teachers toward educating the mentally retarded to the limit of their capacities. There were 61

TABLE 7

THE ATTITUDES OF TEACHERS TOWARD EDUCATING THE
MENTALLY RETARDED TO THEIR CAPACITIES

County	Number		Number		Number		Total	
	For	Per Cent	Against	Per Cent	Doubt	Per Cent	Num-ber	Per Cent
Greene	61	98	1	2	0	0	62	100
Morgan	29	97	0	0	1	3	30	100
Oglethorpe	29	100	0	0	0	0	29	100
Walton	56	98	0	0	1	2	57	100
Totals	175	98.32	1	.56	2	1.12	178	100

or 98 per cent of the teachers in Greene County who agreed with the idea that mentally retarded children should be educated to make the greatest use of their abilities to satisfy their own needs as well as those of society. There were 29 or 98 per cent in Morgan County who agreed that mentally retarded children should be educated to make the greatest use of their abilities so that they may satisfy their needs and those of society. There were 29 or 100 per cent of the teachers of Oglethorpe County who agreed that mentally retarded children should be educated to make the greatest use of their abilities so that they may satisfy their needs and those of society. There were 56 or 98 per cent of the teachers in Walton County who agreed that the mentally retarded children should be educated to make the greatest use of their abilities so that they may satisfy their own needs as well as those of society. There were 175 or 98.32 per cent of the teachers from all counties who agreed that these children should be educated to make the greatest use of their abilities to satisfy their own needs as well as those of society.

The attitudes toward economy of educating the mentally retarded are summarized in Table 8, page 30. In Greene County there were 47 or 76 per cent of the teachers who believed that it is more economical to educate the mentally retarded to support themselves than it is to institutionalize them, 5 or 8 per cent of them disagreed with the idea, and 10 or 16 per cent were in doubt. There were 21 or 70 per cent of the teachers in Morgan County who believed that it is more economical to educate the mentally retarded than it is to institutionalize them, 3 or 10 per cent of the teachers disagreed with the idea,

TABLE 8

ATTITUDES OF TEACHERS TOWARD THE ECONOMY OF EDUCATING
THE MENTALLY RETARDED

County	Number		Number		Number		Totals	
	For	Per Cent	Against	Per Cent	Doubt	Per Cent	Number	Per Cent
Greene	47	76	5	8	10	16	62	100
Morgan	21	70	3	10	6	20	30	100
Oglethorpe	24	83	1	3	4	14	29	100
Walton	33	58	6	11	18	31	57	100
Totals	125	70	15	9	38	21	178	100

and 6 or 20 per cent were in doubt. There were 24 or 83 per cent of the teachers of Oglethorpe County who agreed that it is more economical to educate the mentally retarded than it is to institutionalize them, 1 or 3 per cent of the teachers disagreed with the idea, and 4 or 14 per cent were in doubt. There were 33 or 58 per cent of the teachers from Walton County who believed that the mentally retarded children should be educated rather than institutionalize, 6 or 11 per cent disagreed with the idea, and 18 or 31 per cent were in doubt. From all the counties there were 125 or 70 per cent of the teachers who believed that it is more economical to educate the mentally retarded than to institutionalize them, 15 or 9 per cent disagreed with the statement, and 38 or 21 per cent were in doubt.

The teachers' attitudes toward the special class helping the mentally retarded become self-supporting are given in Table 9, page 31. It shows 23 teachers of Greene County or 38 per cent of them believed

that most of the mentally retarded children become self-supporting after attending the special class in school, 11 or 17 per cent disagreed with the statement, 28 or 45 per cent were in doubt. There were 17

TABLE 9

THE ATTITUDES OF TEACHERS TOWARD THE SPECIAL CLASS
HELPING THE MENTALLY RETARDED BECOME SELF-
SUPPORTING

County	Number		Number		Number		Totals	
	For	Per Cent	Against	Per Cent	Doubt	Per Cent	Number	Per Cent
Greene	23	38	11	17	28	45	62	100
Morgan	17	57	5	17	8	26	30	100
Oglethorpe	12	41	5	18	12	41	29	100
Walton	26	46	10	18	21	36	57	100
Totals	78	44	31	17	69	39	178	100

teachers or 57 per cent from Morgan County who agreed that mentally retarded children become self-supporting after attending school in the special class, 5 or 17 per cent disagreed with the statement, and 8 or 26 per cent were in doubt. There were 12 teachers from Oglethorpe or 41 per cent who agreed that most mentally retarded children become self-supporting after attending school in the special class, 5 or 18 per cent were disagreeable with the idea, and 12 or 41 per cent were in doubt. There were 26 or 46 per cent of the teachers from Walton County who agreed that mentally retarded children become self-supporting after attending school in the special class, 10 or 18 per cent disagreed with the statement, and 21 or 36 per cent

were in doubt. From all the counties there were 78 or 44 per cent of the teachers who agreed that mentally retarded children become self-supporting after attending school in the special class, 31 or 17 per cent disagreed, and 69 or 39 per cent were in doubt.

Table 10 gives the attitudes of the teachers toward efficiency of the regular teacher for teaching the mentally retarded. There were 58 or 94 per cent of the teachers from Greene County who felt

TABLE 10

THE ATTITUDES OF TEACHERS TOWARD THE EFFICIENCY OF
THE REGULAR TEACHER IN TEACHING THE MENTALLY
RETARDED

County	Number		Number		Number		Total	
	For	Per Cent	Against	Per Cent	Doubt	Per Cent	Number	Per Cent
Greene	58	94	0	0	4	6	62	100
Morgan	25	83	2	7	3	10	30	100
Oglethorpe	26	89.65	2	6.90	1	3.45	29	100
Walton	55	96	0	0	2	4	57	100
Totals	164	92	4	2	10	6	178	100

that the regular teacher did not have the training to give mentally retarded children justice in the regular class, there were not any against the idea, but there were 4 or 6 per cent who were in doubt. There were 25 or 83 per cent of the teachers of Morgan County who agreed that the regular teacher does not have the training to give the mentally retarded justice in the regular class, 2 or 7 per cent were against the idea, and 3 or 10 per cent were in doubt. There

were 26 or 89.65 per cent of the teachers from Oglethorpe County who agreed that the regular teacher did not have the training to give the mentally retarded children justice in the regular class, 2 or 6.90 per cent disagreed with the idea, and 1 or 3.45 per cent were in doubt. There were 55 or 96 per cent of the teachers of Walton County who agreed that the regular teacher did not have the training to give the mentally retarded children justice in the regular class, there were not any against the idea, but there were 2 or 4 per cent in doubt. From all counties there were 164 or 92 per cent of the teachers who agreed that the regular teacher did not have the training to give the mentally retarded children justice in the regular class, 4 or 2 per cent were against the idea, and 10 or 6 per cent were in doubt.

The teachers' attitudes toward the special teacher being more qualified to teach the mentally retarded than the regular teacher are expressed in Table 11, page 35. It shows that there were 58 or 94 per cent of teachers from Greene County who felt that the special teacher was more qualified to teach the mentally retarded children than the regular teacher, 1 or 1 per cent did not think she was, and 3 or 5 per cent were in doubt. There were 29 or 97 per cent of teachers of Morgan County who felt that the mentally retarded children received better training from the special teacher, there were not any who were against the idea, but there were 1 or 3 per cent who was in doubt. There were 27 or 93 per cent of the teachers from Oglethorpe County who felt that the special teacher was more qualified to teach the mentally retarded children than the regular teacher, 1 or 3 per cent disagreed with the idea, and 1 or 4 per cent were in doubt. There

TABLE 11

ATTITUDES OF THE TEACHERS TOWARD THE SPECIAL TEACHER'S
QUALIFICATIONS TO TEACH THE MENTALLY RETARDED

County	Number		Number		Number		Totals	
	For	Per Cent	Against	Per Cent	Doubt	Per Cent	Number	Per Cent
Greene	58	94	1	1	3	5	62	100
Morgan	29	97	0	0	1	3	30	100
Oglethorpe	27	93	1	3	1	4	29	100
Walton	56	98	0	0	1	2	57	100
Totals	170	96	2	1	6	3	178	100

were 56 or 98 per cent of the teachers from Walton County who agreed that the special teacher is more efficient than the regular teacher for teaching mentally retarded children, there were not any against the idea, but there was 1 or 2 per cent who were in doubt. There were 170 or 96 per cent of the teachers from all counties who felt that the special teacher was more efficient for teaching the mentally retarded children than the regular teacher, 2 or 1 per cent who disagreed with the idea, and 6 or 3 per cent who were in doubt.

Table 12, page 36, shows the attitudes of teachers toward the parents of mentally retarded children needing help to understand their children. In Table 12 all the teachers of Greene County agreed that the parents of mentally retarded children need help in understanding their children. There were 29 or 97 per cent of the teachers of Morgan County who agreed that the parents of mentally retarded

TABLE 12

THE ATTITUDES OF TEACHERS TOWARD THE PARENTS OF
MENTALLY RETARDED CHILDREN NEEDING HELP TO
UNDERSTAND THEIR CHILDREN

County	Number		Number		Number		Totals	
	For	Per Cent	Against	Per Cent	Doubt	Per Cent	Num-ber	Per Cent
Greene	62	100	0	0	0	0	62	100
Morgan	29	97	0	0	1	3	30	100
Oglethorpe	27	93.10	1	3.45	1	3.45	29	100
Walton	57	100	0	0	0	0	57	100
Totals	175	98.32	1	.56	2	1.12	178	100

children need help in understanding their children, and 1 or 3 per cent were in doubt. There were 27 or 93.10 per cent of the teachers of Oglethorpe County who agreed that the parents of mentally retarded children need help in understanding their mentally retarded children, 1 or 3.45 per cent disagreed with the idea, and 1 or 3.45 per cent were in doubt. All the teachers of Walton County agreed that the parents of mentally retarded children need help in understanding their mentally retarded children. There were 175 or 98.32 per cent of the teachers from all the counties who agreed that the parents of mentally retarded children need help in understanding their mentally retarded children, 1 or .56 per cent was against the idea, and 2 or 1.12 per cent were in doubt.

Table 13, page 37, explains the attitudes of teachers toward parental rejection of mentally retarded children. There were 24

TABLE 13

THE ATTITUDES OF TEACHERS TOWARD PARENTAL REJECTION OF
MENTALLY RETARDED CHILDREN

County	Number		Number		Number		Totals	
	For	Per Cent	Against	Per Cent	Doubt	Per Cent	Number	Per Cent
Greene	24	39	16	26	22	35	62	100
Morgan	6	20	16	53	8	27	30	100
Oglethorpe	6	21	14	48	9	31	29	100
Walton	21	37	22	39	14	24	57	100
Totals	57	32	68	38	53	30	178	100

teachers of Greene County or 39 per cent agreeing that most parents reject their mentally retarded children, 16 or 26 per cent disagreeing with the idea, and 22 or 35 per cent in doubt about it. There were 6 or 20 per cent of the teachers in Morgan County who agreed that most parents of mentally retarded children reject their mentally retarded children, 16 or 53 per cent disagreed with the statement, 8 or 27 per cent were in doubt. There were 6 or 21 per cent of the teachers in Oglethorpe County who agreed that most parents reject their mentally retarded children, 14 or 48 per cent disagreed with the idea, and 9 or 31 per cent were in doubt. There were 21 or 37 per cent who agreed that most parents reject their mentally retarded children from Walton County, 22 or 39 per cent disagreed with the idea, and 14 or 24 per cent were in doubt. There were 57 or 32 per cent of the teachers from all counties who agreed that most parents reject their mentally retarded children, 68 or 38 per cent disagreed

with the idea, and 53 or 30 per cent were in doubt.

Teachers' beliefs about parents being told the truth about their mentally retarded children are given in Table 14. All of Greene County teachers agreed that parents should be told the truth about their mentally retarded children. There were 29 or 97 per cent of the teachers from Morgan County who agreed that parents should be told the truth about their mentally retarded child, and 1 or 3 per cent who disagreed. There were 28 or 97 per cent of the teachers of Oglethorpe County who agreed that parents should be told the truth about their mentally retarded child, and 1 or 3 per cent who disagreed. All the teachers from Walton County agreed that parents should be told the truth about their mentally retarded children. There were 176 or 99 per cent of the teachers from all counties who agreed that parents

TABLE 14

TEACHERS' BELIEFS ABOUT PARENTS BEING TOLD THE TRUTH
ABOUT THEIR MENTALLY RETARDED CHILD

County	Number		Number		Number		Totals	
	For	Per Cent	Against	Per Cent	Doubt	Per Cent	Number	Per Cent
Greene	62	100	0	0	0	0	62	100
Morgan	29	97	1	3	0	0	30	100
Oglethorpe	28	97	1	3	0	0	29	100
Walton	57	100	0	0	0	0	57	100
Totals	176	99	2	1	0	0	178	100

should be told the truth about their mentally retarded children.

The attitudes of teachers toward the nature of the curriculum for the mentally retarded are given in Table 15. There were 60 or 96.78 per cent of the teachers of Greene County who felt that the curriculum for mentally retarded children should be simple and based on real-life experiences, 1 or 1.61 per cent disagreed with the idea,

TABLE 15

THE ATTITUDES OF TEACHERS CONCERNING THE NATURE
OF THE CURRICULUM FOR MENTALLY RETARDED
CHILDREN

County	Number		Number		Number		Totals	
	For	Per Cent	Against	Per Cent	Doubt	Per Cent	Number	Per Cent
Greene	60	96.78	1	1.61	1	1.61	62	100
Morgan	28	93	0	0	2	7	30	100
Oglethorpe	29	100	0	0	0	0	29	100
Walton	54	95	0	0	3	5	57	100
Totals	171	96.07	1	.56	6	3.37	178	100

and 1 or 1.61 per cent was in doubt. There were 28 or 93 per cent of the teachers from Morgan County who felt that the mentally retarded children's curriculum should be simple and based on real-life experiences, and 2 or 7 per cent were in doubt about the idea. All the teachers from Oglethorpe County felt that the curriculum for the mentally retarded should be practical and based on simple, real-life experiences. There were 54 or 95 per cent of the teachers from Walton County who felt that the curriculum for the mentally retarded should be simple and based on simple, real-life experiences, and 3 or 5 per

cent who were in doubt. There were 171 or 96.07 per cent of the teachers from all the counties who felt that the curriculum for the mentally retarded should be practical and based on real-life experiences, 1 or .56 per cent was against the idea, and 6 or 3.37 per cent were in doubt about it.

Teachers' attitudes toward remedial instruction in the tool subjects being emphasized for the mentally retarded are expressed in Table 16. It shows that there were 53 or 85 per cent of the teachers of Greene County who agreed that remedial instruction in the tool

TABLE 16

TEACHERS' ATTITUDES TOWARD REMEDIAL INSTRUCTION
IN THE TOOL SUBJECTS FOR THE MENTALLY RE-
TARDED

County	Number		Number		Number		Totals	
	For	Per Cent	Against	Per Cent	Doubt	Per Cent	Number	Per Cent
Greene	53	89	3	5	6	10	62	100
Morgan	20	67	2	7	8	26	30	100
Oglethorpe	22	76	1	3	6	21	29	100
Walton	46	81	5	9	6	10	57	100
Totals	141	79	11	6	26	15	178	100

subjects should be emphasized in a program for retardates, 3 or 5 per cent disagreed with the idea, and 6 or 10 per cent were in doubt. There were 20 or 67 per cent of the teachers of Morgan County who agreed that remedial instruction in the tool subjects should be emphasized in a program of retardates, 2 or 7 per cent disagreed with

the idea, and 8 or 26 per cent were in doubt. There were 22 or 76 per cent of the teachers from Oglethorpe County who agreed that remedial instruction in the tool subjects should be emphasized in a program for retardates, 1 or 3 per cent disagreed and 6 or 21 per cent were in doubt. There were 46 or 81 per cent of Walton County teachers who agreed that remedial instruction should be emphasized in a program for the retardates, 5 or 9 per cent disagreed with the idea, and 6 or 10 per cent were in doubt. There were 141 teachers from all the counties or 79 per cent who agreed that remedial instruction in the tool subjects should be emphasized in a program for retardates, 11 or 6 per cent disagreed, and 26 or 15 per cent were in doubt.

Teachers' attitudes toward the mentally retarded having a water-down version of the regular school curriculum are shown in Table 17. It shows that there were 23 or 37 per cent of the teachers

TABLE 17

TEACHERS' ATTITUDES TOWARD A WATERED-DOWN VERSION OF
THE REGULAR SCHOOL CURRICULUM FOR THE RETARDED

County	Number		Number		Number		Totals	
	For	Per Cent	Against	Per Cent	Doubt	Per Cent	Number	Per Cent
Greene	23	37	22	36	17	27	62	100
Morgan	15	50	8	27	7	23	30	100
Oglethorpe	18	62	7	24	4	14	29	100
Walton	21	37	21	37	15	26	57	100
Totals	77	43	58	33	43	24	178	100

of Greene County who agreed that retarded children need a watered-down version of the regular school curriculum, 22 or 36 per cent disagreed with the idea, and 17 or 27 per cent were in doubt. There were 15 or 50 per cent of the teachers in Morgan County who agreed that retarded children need a watered-down version of the regular school curriculum, 8 or 27 per cent disagreed with the idea, and 7 or 23 per cent were in doubt. There were 18 or 62 per cent of the teachers from Oglethorpe who agreed that retarded children need a watered-down version of the regular school program, 7 or 24 per cent disagreed with the statement, and 4 or 14 per cent were in doubt. There were 21 or 37 per cent of the teachers in Walton County who agreed that retarded children need a watered-down version of the regular school curriculum, 21 or 37 per cent disagreed with the idea, and 15 or 26 per cent were in doubt. There were 77 or 43 per cent of the teachers in all the counties who agreed that retarded children need a watered-down version of the regular school curriculum, 58 or 33 per cent disagreed with the idea, and 43 or 24 per cent were in doubt.

In Table 18, page 43, the teachers' attitudes toward the field of mental retardation being worthy of more experimentation are presented. There were 56 or 90 per cent of the teachers from Greene County who felt that the field of mental retardation is worthy of more experimentation, 3 or 5 per cent were against the idea and 3 or 5 per cent were in doubt. There were 28 or 93.34 per cent of the teachers from Morgan County who felt that the field of mental retardation is worthy of more experimentation, 1 or 3.33 per cent

TABLE 18

TEACHERS' ATTITUDES TOWARD THE FIELD OF MENTAL
RETARDATION BEING WORTHY OF MORE EXPERI-
MENTATION

County	Number		Number		Number		Totals	
	For	Per Cent	Against	Per Cent	Doubt	Per Cent	Num-ber	Per Cent
Greene	56	90	3	5	3	5	62	100
Morgan	28	93.34	1	3.33	1	3.33	30	100
Oglethorpe	28	97	0	0	1	3	29	100
Walton	55	96	0	0	2	4	57	100
Totals	167	93.82	4	2.25	7	3.93	178	100

disagreed with the idea, and 1 or 3.33 per cent was in doubt. There were 28 or 97 per cent of the teachers from Oglethorpe County who felt that the field of mental retardation is worthy of more experimentation, and 1 or 3 per cent were in doubt. There were 55 or 96 per cent of the teachers of Walton County who felt that mental retardation is worthy of more experimentation, and 2 or 4 per cent were in doubt. There was a combined total from all the counties of 167 or 93.82 per cent of the teachers agreeing that the field of mental retardation is worthy of more experimentation, 4 or 2.25 per cent disagreed with the idea, and 7 or 3.93 per cent were in doubt.

Teachers' attitudes toward the general public understanding the educational needs of the mentally retarded are presented in Table 19, page 44. There were 7 or 11 per cent of the teachers of Greene County who believed that the general public has sufficient understanding

TABLE 19

TEACHERS' ATTITUDES TOWARD PUBLIC UNDERSTANDING OF THE
EDUCATIONAL NEEDS OF THE MENTALLY
RETARDED

County	Number		Number		Number		Totals	
	For	Per Cent	Against	Per Cent	Doubt	Per Cent	Num-ber	Per Cent
Greene	7	11	49	79	6	10	62	100
Morgan	3	10	22	73	5	17	30	100
Oglethorpe	4	14	25	86	0	0	29	100
Walton	4	7	48	84	5	9	57	100
Totals	18	10	144	81	16	9	178	100

of the educational needs of mentally retarded children, 49 or 79 per cent disagreed with the idea, and 6 or 10 per cent were in doubt.

There were 3 or 10 per cent of the teachers of Morgan County who believed that the general public has sufficient understanding of the educational needs of the mentally retarded children, 22 or 73 per cent disagreed with the idea, and 5 or 17 per cent were in doubt. There were 4 or 14 per cent of the teachers in Oglethorpe County who believed that the general public has sufficient understanding of the educational needs of the mentally retarded children, and 25 or 86 per cent disagreed with the idea. There were 4 or 7 per cent of the teachers in Walton County who believed that the general public has sufficient understanding of the educational needs of mentally retarded children, 48 or 84 per cent disagreed with the idea, and 5 or 9 per cent were in doubt.

There were 18 or 10 per cent of the teachers from all of the counties who believed that the general public has sufficient understanding of the educational needs of the mentally retarded children, 144 or 81 per cent disagreed with the statement, and 16 or 9 per cent were in doubt.

Table 20 gives the attitudes of teachers toward the use of concrete materials and repetition with the mentally retarded. There

TABLE 20

TEACHERS' ATTITUDES TOWARD CERTAIN METHODS OF
TEACHING THE MENTALLY RETARDED

County	Number		Number		Number		Totals	
	For	Per Cent	Against	Per Cent	Doubt	Per Cent	Number	Per Cent
Greene	51	82	3	5	8	13	62	100
Morgan	24	80	4	13	2	7	30	100
Oglethorpe	22	76	1	3	6	21	29	100
Walton	42	74	7	12	8	14	57	100
Totals	139	78	15	8	24	14	178	100

were 51 or 82 per cent of the teachers from Greene County who believed mentally retarded children profit more when concrete materials and much repetition are used, 3 or 5 per cent do not think they do, and 8 or 13 per cent were in doubt. There were 24 or 80 per cent of the teachers from Morgan County who believed that mentally retarded children profit more when concrete materials and much repetition are used, 4 or 13 per cent did not think they did, and 2 or 7 per cent were in doubt.

There were 22 or 76 per cent of the teachers from Oglethorpe County who believed that mentally retarded children profit more when concrete materials and much repetition are used, 1 or 3 per cent did not think they did, and 6 or 21 per cent were in doubt. There were 42 or 74 per cent of the teachers from Walton County who believed that the mentally retarded children profit more when concrete materials and much repetition are used, 7 or 12 per cent did not think they did, and 8 or 14 per cent were in doubt. There were 139 or 78 per cent of the teachers from all the counties who felt that the mentally retarded children profit more when concrete materials and much repetition are used, 15 or 8 per cent did not think they did, and 24 or 14 per cent were in doubt.

The teachers' attitudes toward the best place for the mentally retarded to live while being educated are shown in Table 21. There

TABLE 21

TEACHERS' ATTITUDES TOWARD THE BEST PLACE FOR THE
MENTALLY RETARDED TO LIVE WHILE BEING
EDUCATED

County	Number		Number		Number		Totals	
	For	Per Cent	Against	Per Cent	Doubt	Per Cent	Number	Per Cent
Greene	40	64	11	18	11	18	62	100
Morgan	14	47	7	23	9	30	30	100
Oglethorpe	18	62	8	28	3	10	29	100
Walton	35	61	14	25	8	14	57	100
Totals	107	60	40	22	31	18	178	100

were 40 or 64 per cent of the teachers from Greene County who believed that the best place for the mentally retarded to live while being educated is his own home, 11 or 18 per cent disagreed with the statement, and 11 or 18 per cent were in doubt. There were 14 or 47 per cent of the teachers from Morgan County who believed that the best place for the mentally retarded to live while being educated is in his own home, 7 or 23 per cent disagreed with the idea, and 9 or 30 per cent were in doubt. Eighteen or 62 per cent of the teachers of Oglethorpe County believed that the best place for the mentally retarded to live while being educated is in his own home, 8 or 28 per cent disagreed with the idea, and 3 or 10 per cent were in doubt. There were 35 or 61 per cent of the teachers of Walton County who agreed that the best place for the mentally retarded to live while being educated is in his own home, 14 or 25 per cent disagreed, and 8 or 14 per cent were in doubt. There were 107 or 60 per cent of the teachers of all the counties who believed that the best place for the mentally retarded to live while being educated is in his own home if possible, 40 or 22 per cent disagreed with the statement, and 31 or 18 per cent were in doubt about it.

A comparison of the attitudes of the teachers of Morgan and Walton Counties toward educating the mentally retarded is given in Table 22, page 48. It shows how the teachers of Morgan County felt toward educating the mentally retarded children as compared with the teachers of Walton County. There were three classes for the educable mentally retarded children in Walton County; there were not any in Morgan County. The teachers of Morgan County were 77 per cent

TABLE 22

A COMPARISON OF TEACHERS' ATTITUDES IN MORGAN AND WALTON COUNTIES CONCERNING
THE EDUCATION OF MENTALLY RETARDED CHILDREN

Statements	Number		Number		Number		Number		Number		Number		Number		Number	
	Morgan		Walton		Morgan		Walton		Morgan		Walton		Morgan		Walton	
	For	Per Cent	For	Per Cent	Against	Per Cent	Against	Per Cent	Doubt	Per Cent	Doubt	Per Cent	Total	Per Cent	Total	Per Cent
Public school education	23	77	37	65	6	20	16	28	1	3	4	7	30	100	57	100
Have same needs as other children	14	47	30	52	12	40	22	39	4	13	5	9	30	100	57	100
The general goals are the same as others	18	60	39	68	9	30	9	16	3	10	9	16	30	100	57	100
More progress in special class	27	90	51	89	1	3	2	4	2	7	4	7	30	100	57	100
Special class has little value	4	13	2	4	20	67	45	79	6	20	10	17	30	100	57	100
Educate mental retardates to capacity	29	97	56	98	0	0	0	0	1	3	1	2	30	100	57	100
Better to educate than institutionalize	21	70	33	58	3	10	6	11	6	20	18	31	30	100	57	100
Become self supporting after special class	17	57	26	46	5	17	10	18	8	26	21	36	30	100	57	100
The regular teacher cannot do justly	25	83	55	96	2	7	0	0	3	10	2	4	30	100	57	100
The special teacher is more efficient	29	97	56	98	0	0	0	0	1	3	1	2	30	100	57	100
Parents need help	29	97	57	100	0	0	0	0	1	3	0	0	30	100	57	100
Parents reject mental retardates	6	20	21	37	16	53	22	39	8	27	14	24	30	100	57	100
Parents should be told the truth	29	97	57	100	1	3	0	0	0	0	0	0	30	100	57	100
They need a practical curriculum	28	93	54	95	0	0	0	0	2	7	3	5	30	100	57	100
Need remedial instruction in tool subjects	20	67	46	81	2	7	5	9	8	26	6	10	30	100	57	100
Need a watered-down version of school curriculum	15	50	21	37	8	27	21	37	7	23	15	26	30	100	57	100
The field is worthy of more experimentation	28	93.34	55	96	1	3.33	0	0	1	3.33	2	4	30	100	57	100
The public understands mental retardation	3	10	4	7	22	73	48	84	5	17	5	9	30	100	57	100
Retardates profit with concrete materials	24	80	42	74	4	13	7	12	2	7	8	14	30	100	57	100
Living at home is best for retardate	14	47	35	61	7	23	14	25	9	30	8	14	30	100	57	100
Totals	1345		1361		396		401		258		237					
Average Percentage	67.3		68.1		19.8		20.05		12.9		11.85					

in favor of public school education for the mentally retarded children; the teachers of Walton County were 65 per cent in favor of it; the teachers of Morgan County were 20 per cent against public school education for the mentally retarded children; the teachers of Walton County were 28 per cent against it. Forty-seven per cent of the Morgan County teachers felt that mentally retarded children have the same needs as any other children; 58 per cent of the teachers of Walton County felt the same. A total of 53 per cent of Morgan County teachers did not feel that the retarded child's needs are the same as those of other children; and 48 per cent of the teachers of Walton County agreed with them. The teachers of Morgan County agreed 60 per cent that the general goals of the mentally retarded were the same as those for other children; the teachers of Walton County agreed 68 per cent; Morgan County was 30 per cent against the idea; Walton County was 16 per cent against it; Morgan County was 10 per cent in doubt; and Walton County was 16 per cent in doubt. Ninety per cent of the teachers of Morgan County believed that the mentally retarded children progressed more in the special class; 89 per cent of the teachers of Walton County believed they did; 3 per cent of the teachers of Morgan County were against the idea; 4 per cent of the teachers of Walton County were against the idea; Morgan County was 7 per cent in doubt; and Walton County was 7 per cent in doubt. Thirteen per cent of the teachers of Morgan County agreed that the special class has little value; 4 per cent of the teachers of Walton County agreed that the special class has little value; 67 per cent of the teachers of Morgan County thought the special class was worthwhile

and 79 per cent of the Walton County teachers agreed with them; 20 per cent of the teachers of Morgan County were in doubt, and 17 per cent in Walton County were in doubt. Ninety-seven per cent of the teachers of Morgan County felt that the mentally retarded children should be educated to their capacities; 98 per cent of the teachers of Walton County felt that they should be educated to their capacities. Seventy per cent of the teachers of Morgan County believed that it is better to educate the mentally retarded to support themselves than to institutionalize them; 58 per cent of the teachers of Walton County believed that the mentally retarded should be educated rather than institutionalized; 10 per cent of Morgan County's teachers were against the idea; 11 per cent of Walton County's teachers were against the idea; 20 per cent of the teachers of Morgan County were in doubt; and 31 per cent of the teachers of Walton County were in doubt. The teachers of Morgan County agreed 57 per cent that most mentally retarded children become self-supporting after attending the special class; the teachers of Walton County agreed with the idea 46 per cent; the teachers of Morgan County disagreed with the idea 17 per cent; the teachers of Walton County disagreed with the idea 18 per cent; the teachers of Morgan County were 26 per cent in doubt; and Walton County was 36 per cent in doubt. The teachers of Morgan County were 83 per cent in favor of the regular teacher not having the time nor training to give the mentally retarded children justice in the classroom; the teachers of Walton County were 96 per cent in favor of the idea; 7 per cent of the teachers of Morgan County were against the idea; 4 per cent of the teachers of Walton County

were in doubt; but there were not any in doubt in Morgan County. There were 97 per cent of the teachers of Morgan County who had agreed that the special teacher is more qualified to teach the mentally retarded than the regular teacher; 98 per cent of the teachers of Walton County agreed to the idea; 3 per cent of the teachers from Morgan County were in doubt; and 2 per cent of the teachers of Walton County were in doubt. There were 97 per cent of the teachers of Morgan County who agreed that parents of mentally retarded children need help; there were 100 per cent of the teachers of Walton County who agreed with the idea; and 3 per cent of the teachers of Morgan County who were in doubt. There were 20 per cent of the teachers of Morgan County who agreed that most parents of mentally retarded children reject their children; there were 37 per cent of the teachers of Walton County who agreed with the idea; 53 per cent of the teachers of Morgan County disagreed and 39 per cent of the teachers of Walton County disagreed with the idea of parental rejection; 27 per cent of the teachers of Morgan County were in doubt about the idea; and 24 per cent of the teachers of Walton county were in doubt about the idea. There were 97 per cent of the teachers of Morgan County who agreed that parents should be told the truth about their mentally retarded children; 100 per cent of the teachers of Walton County agreed with the idea. There were 93 per cent of the teachers of Morgan County who agreed that the curriculum for the mentally retarded should be practical and based on real-life experiences; there were 95 per cent of the teachers of Walton County who agreed with the idea; 7 per cent of the teachers of Morgan County were in doubt; and 5 per cent of the

teachers of Walton County were in doubt. There were 67 per cent of the teachers of Morgan County who agreed that the mentally retarded children need remedial instruction in the tool subjects; there were 81 per cent of the teachers of Walton County who agreed; 7 per cent of the teachers of Morgan County were against the idea; 9 per cent of the teachers of Walton County were against the idea; 26 per cent of the teachers of Morgan County were in doubt; and 10 per cent of the teachers of Walton County were in doubt. There were 50 per cent of the teachers of Morgan County who agreed that the mentally retarded children need a watered-down version to the regular school curriculum; 37 per cent of the teachers of Walton County agreed with the idea; 27 per cent of the teachers of Morgan County were against the idea; 37 per cent of the teachers of Walton County were against the idea; 23 per cent of the teachers of Morgan County were in doubt about the idea; and 26 per cent of the teachers of Walton County were in doubt about the idea. There were 93.34 per cent of the teachers of Morgan County who agreed that the field of mental retardation is worthy of more experimentation; 96 per cent of the teachers of Walton County agreed with the idea;. There were 10 per cent of the teachers of Morgan County who agreed that the public understands the mentally retarded children and their problems; there were 7 per cent of the teachers of Walton County who agreed with the idea; 73 per cent of the teachers of Morgan County and 84 per cent of the teachers of Walton County felt that the public lacks understanding; 17 per cent of the teachers of Morgan County were in doubt; and 9 per cent of the teachers of Walton County were in doubt about the idea. There were 80 per cent

of the teachers of Morgan County who agreed that the mentally retarded profit more with concrete materials and much repetition; 74 per cent of the teachers of Walton County agreed with the idea; 13 per cent of the teachers of Morgan County were against the idea; 12 per cent of the teachers of Walton County were against the idea; 7 per cent of the teachers of Morgan County were in doubt about the idea; and 14 per cent of the teachers of Walton County were in doubt about the idea. There were 47 per cent of the teachers of Morgan County who agreed that the best place for the mentally retarded to live while being educated is in his own home; 61 per cent of the teachers of Walton County agreed with the idea; 23 per cent of the teachers of Morgan County were against the idea; 25 per cent of the teachers of Walton County were against the idea; 30 per cent of the teachers of Morgan County were in doubt; and 14 per cent of the teachers of Walton County were in doubt. The total percentage for all items on the questionnaire in Morgan County was 1345 per cent or an average of 67.3 per cent for the items; Walton County's total in favor of the items was 1361 per cent with an average of 68 per cent; the total percentage against all items from Morgan County was 396 per cent or 19.8 per cent average; the total percentage from Walton County against the items was 401 per cent or an average of 20.05 per cent; the total percentage in doubt of all items was 258 per cent from Morgan County or an average of 12.9 percent; and the total percentage in doubt from Walton County was 237 per cent on all items or an average of 11.85 per cent.

CHAPTER III

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Introductory statement.--This study sought to determine the attitudes of the teachers of Greene, Morgan, Oglethorpe, and Walton Counties, Georgia toward educating the educable mentally retarded children. A questionnaire was used to collect the data.

Purposes of the study.--The major purpose of this study was to find out how certain teachers feel about educating the mentally retarded children.

More specifically this research sought to answer the following questions:

1. What are these teachers' attitudes toward equal opportunity for the mentally retarded?
2. What are their attitudes toward special classes?
3. Do they feel that educating the mentally retarded is beneficial to the children?
4. Do they feel that educating the mentally retarded is beneficial to society?
5. Do they feel that these children can develop to their mental capacity in the regular class?
6. Do they feel that these children need teachers who are specially trained to teach them?
7. Do they feel that these children's parents should be educated as to the condition and needs of their children?
8. Do they feel that a curriculum that is designed to meet the needs of normal children will meet the needs of the mentally retarded?

9. Do they feel that the public understands these children?
10. Do they feel that the educable mentally retarded children should be institutionalized?
11. Do teachers have the same attitudes toward mentally retarded children where there is not a class for the mentally retarded as those where there is a class for the mentally retarded?

Definition of terms.--For the purpose of this study the following terms are defined:

1. The educable mentally retarded child is one who appears to have sufficient potential to acquire limited fundamental academic skills but may not be markedly different from the "average" child, except in degree of mental abilities. This child will have an IQ of approximately 50-75.¹
2. An attitude is a mental and neural state of readiness organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.²

Locale and research design.--This study was conducted in Greene, Morgan, Oglethorpe, and Walton Counties, Georgia during the school term 1964-1965.

The descriptive survey method was employed, and a questionnaire was used to collect the necessary data.

The subjects of this study were: seventy teachers from Greene County who teach in grades 1-12 including two classes for the mentally retarded; thirty-five teachers from Oglethorpe County who teach in grades 1-12 including one class for the mentally retarded;

¹ Services for Exceptional Children, A Directory for the Development of Educable Mentally Retarded Children (Georgia: State Department of Education, 1964-1965), p. 2.

² Otto Klineberg, Social Psychology, Taken from Allport, p. 810 (New York: Henry Holt and Company, 1940), p. 347.

fifty teachers from Morgan County who teach in grades 1-12; and sixty teachers from Walton County who teach in grades 1-12 including three classes for the mentally retarded.

Summary of related literature.--The literature concerned with the education of mentally retarded children is summarized as follows:

1. Most mentally retarded children do not need to be in institutions, and the majority of them can be trained and educated.¹
2. The public schools, being the primary agencies for the education of all children, makes it mandatory that the mentally retarded be accepted.²
3. Mentally retarded children have the same physical needs as any other children, because they are more like other children than they are different.³
4. The amount and kind of subject matter from which a mentally retarded child can profit is limited by his handicap.⁴
5. The mentally retarded should live in the home while being educated if his home is adequate.⁵
6. There has been considerable variation in the approach to methods of teaching retarded children, because our knowledge in this area of methodology is so limited.⁶

¹
U. S. Department of Health, Education, and Welfare, "What You Can Do at Home," Children's Bureau Folder, No. 43-1956 (1956), pp. 14-15.

²
Evelyn Hart, "How Retarded Children Can Be Helped," Public Affairs Pamphlet, No. 288 (September, 1959), p. 7.

³
William M. Cruickshank and G. Orville Johnson, Education of of Exceptional Children and Youth (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959), p. 45.

⁴
Jerome H. Rothstein, Mental Retardation, Readings and Resources (New York: Holt-Rinehart & Winston, 1963), p. 249.

⁵
J. E. Wallace Wallin, Education of Mentally Handicapped Children (New York: Harper & Brothers, 1955), p. 98.

⁶
Robert G. Gibby and Max L. Hutt, The Mentally Retarded Child (Boston: Allyn & Bacon, Inc., 1958), p. 247.

7. The curriculum for the mentally retarded should stress the following: (a) social competence, (b) personal adequacy, and (c) occupational adequacy.¹
8. Parents of mentally handicapped children need recognition and moral support so that they will not feel that their children are left out or that they have the only handicapped children in the neighborhood.²
9. It is difficult for the regular class teacher to provide for the adequate adjustment of the mentally retarded.³
10. The teacher of the mentally retarded is an important person in the program of special education. She should be well trained, familiar with her own field and the other types of exceptional children.⁴
11. Trends in service employment show that there are many available jobs for the educable mentally retarded; even in the midst of automation, mechanization, technology, economic changes, and legislative and social changes; if he has been trained in the area where he is best fitted he will be able to find employment.⁵
12. There is not enough evidence or agreement among the researchers to decide which is better for the mentally retarded - the special class or the regular class.⁶

¹ Samuel A. Kirk, Educating Exceptional Children (Boston: Houghton Mifflin Company, 1962), p. 112.

² Minnie Ramsey, "Help Parents of Retarded Children," School and Community (November, 1964), pp. 24 and 62.

³ G. Orville Johnson, "A Study of the Social Position of Mentally Handicapped Children in the Regular Grades," American Journal of Mental Deficiency, LV (July, 1950), 60-89.

⁴ Harry J. Baker, Exceptional Children (New York: The Macmillan Company, 1959), pp. 490-491.

⁵ D. H. Kruger, "Trends in Service Employment: Implication for the Educable Mentally Retarded," The Exceptional Child, XXX (December, 1963), 167-172.

⁶ Burton Blatt, "The Physical, Personality, and Academic Status of Children Who are Mentally Retarded Attending Special Classes as Compared with Children who are Mentally Retarded Attending Regular Classes" (unpublished Ph. D. dissertation, Pennsylvania State University, 1956). Publication No. 19,333.

13. Many of the young people under 20 years of age could become contributing members of society if they were not institutionalized.¹
14. It is the aim of the special class organization to educate children with markedly low intelligence to become socially adjusted and occupationally competent so that they will not be classified as, or perform like mentally deficient individuals.²
15. One important factor of the special class organization is that the pupils must have a sufficient amount of mental ability to become semi-independent or completely independent adults.³
16. The special teacher must be proud of her class, and impart a feeling of its importance to the regular class teachers. If she is always making apologies for herself and her class, her fellow teachers in the same building and her acquaintances are likely to hate her and her class.⁴

Summary of findings.--A resume of the findings of this study is given in the following statements:

1. There were 132 or 74 per cent of the teachers who agreed that the mentally retarded should be educated in the public schools, 34 or 19 per cent of the teachers did not think they should, and 12 or 7 per cent were in doubt as to whether they should be educated in the public schools or not.
2. There were 123 or 69 per cent of the teachers who felt that the general goals for educating the mentally retarded are the same as those for any other children, 34 or 19 per cent did not think that the general goals are the same, and 21 or 12 per cent were in doubt about the goals being the same.
3. There were 94 or 53 per cent of the teachers who felt that the mentally retarded children have the same needs as any other children, 68 or 38 per cent of the teachers did not

¹ Patricia P. Hunter, "Handicapped Children in Residential School," School Life, XLVII (December, 1964), p. 8.

² Johnson, loc. cit., pp. 60-89.

³ Cruickshank and Johnson, loc. cit., p. 45.

⁴ Baker, loc. cit., pp. 490-491.

think they have, and 16 or 9 per cent were in doubt.

4. There were 162 or 91 per cent of the teachers who felt that mentally retarded children progress more in the special class.
5. There were 19 or 10 per cent of the teachers who felt that the special class has little value, 133 or 75 per cent felt that the class was worthwhile, and 28 or 15 per cent were in doubt.
6. There were 175 or 98 per cent of the teachers who felt that mentally retarded children should be educated to the limit of their capacities.
7. There were 125 or 70 per cent of the teachers who agreed that educating the mentally retarded is more economical than institutionalizing them, 15 or 9 per cent disagreed with the idea, and 38 or 21 per cent were in doubt.
8. There were 38 or 44 per cent of the teachers who felt that mentally retarded children become self-supporting after attending the special class, 31 or 17 per cent of the teachers did not agree with the idea, and 69 or 39 per cent were in doubt.
9. There were 164 or 92 per cent of the teachers who felt that the regular class teacher is not able to give mentally retarded children justice in the regular class or that she is not trained to teach them efficiently.
10. There were 170 or 96 per cent of the teachers who felt that the special teacher is more qualified to teach the mentally retarded children than the regular class teacher.
11. There were 175 or 98 per cent of the teachers who agreed that the parents of mentally retarded children need help in order to understand their children.
12. There were 57 or 32 per cent of the teachers who agreed that parents of the mentally retarded reject their children, 68 or 38 per cent disagreed with the idea, and 53 or 30 per cent were in doubt.
13. There were 176 or 99 per cent of the teachers who agreed that parents should be told the truth about their mentally retarded child.
14. There were 171 or 96 per cent of the teachers who felt that the curriculum for the mentally retarded children should be based on simple real-life experiences.

15. There were 141 or 79 per cent of the teachers who felt that remedial instruction in the tool subjects should be emphasized in a program for the mentally retarded, 11 or 6 per cent did not agree, and 26 or 15 per cent were in doubt.
16. There were 167 or 93 per cent of the teachers who stated that the field of mental retardation is worthy of more experimentation.
17. There were 77 or 43 per cent of the teachers who agreed that mentally retarded children should have a watered-down version of the regular school curriculum, 58 or 33 per cent were against the idea, and 43 or 24 per cent were in doubt.
18. Eighteen or 10 per cent of the teachers indicated that they believed the general public has sufficient understanding of the educational needs of the mentally retarded children, 144 or 81 per cent disagreed, and 16 or 9 per cent were in doubt.
19. There were 139 or 78 per cent of the teachers who believed that the mentally retarded children profit more when concrete materials and much repetition are used, 15 or 8 per cent did not think so, and 24 or 14 per cent were in doubt.
20. There were 107 or 60 per cent of the teachers who believed that it is better for the mentally retarded to live in his own home while being educated if his home is adequate, 40 or 22 per cent disagreed with the idea, and 31 or 18 per cent were in doubt.

Morgan County teachers' attitudes were compared with Walton County teachers' attitudes toward educating the mentally retarded children. There were three classes for the mentally retarded in Walton County, there were not any in Morgan County. The findings were as follows:

1. The total percentage for all items on the questionnaire in Morgan County was 1345 or an average per cent of 67.3; Walton County's total was 1361 or an average of 68.1 per cent for all items; the total percentage against all items in Morgan County was 396 or an average of 19.8 per cent; the total percentage against all items in Walton County was 401 or an average of 20.05 per cent; the total percentage in doubt in Morgan County was 258 or an average of 12.9

per cent; the total percentage in doubt in Walton County was 237 or an average of 11.85 per cent.

Conclusions.--The conclusions listed below are specific answers to the eleven purposes of this study and are based upon the data and findings of the present study.

1. The majority of the teachers were in favor of public education for the mentally retarded.
2. The majority of the teachers believed that the special class was of value and that pupils made more progress in it than in regular classes.
3. Most teachers felt that mentally retarded children are capable of learning and that they benefit from education suited to their needs.
4. Most teachers felt that society benefits when mentally retarded children are educated.
5. The majority of the teachers believed that the retarded child does not develop to the limits of his capacity in the regular class.
6. Most teachers felt that retarded children should have a specially trained teacher#.
7. The majority of the teachers felt that the parents need help in understanding and accepting their children.
8. The majority of the teachers believed that the retarded child needs a curriculum which is designed to meet his own needs.
9. The majority of the teachers felt that the general public does not have sufficient information about the mentally retarded.
10. A majority of the teachers felt that the mentally retarded should not be institutionalized, except under conditions peculiar to the individual case.
11. There was little difference in the attitudes between teachers where there is a special class and teachers where there is not a special class for the mentally retarded.
12. The majority of the teachers agreed with the authorities on most of the ideas contained in the questionnaire.

13. Teachers need additional information regarding needs of retarded children, parents' problems, and methods of teaching the retarded child.

Implications.--The following implications seem to be suggested by the findings and conclusions of this study.

1. The knowledge that teachers have acquired about mental retardation is reflected in a preponderance of favorable attitudes toward education for the mentally retarded child; however, it appears that the teachers would profit by further study of the aims of education and special classes for the mentally retarded child. They also appear to need further understanding of suitable methods of teaching the retarded child.
2. School officials may find the results of this study beneficial as they attempt to strengthen their special education program.
3. The similarity between the attitudes of teachers in a county with a special class and a county without such a class, indicate that the presence or absence of such a class has no appreciable influence on the attitudes of the teachers.

Recommendations.--According to the findings of this study the following recommendations are made:

1. That the teachers of special education take more pride in their classes and that they impart the importance of their classes to their co-workers and acquaintances.
2. That the principals, supervisors, and other school officials include in their in-service programs specialists or films on the following subjects:
 - a. Programs for the mentally retarded.
 - b. The nature of the curriculum.
 - c. The needs of parents of the mentally retarded.
 - d. The needs of the mentally retarded.
 - e. The main objective of the special class.
 - f. The general goals of education for the mentally retarded.
 - g. Equal opportunity for the mentally retarded.
 - h. The economy of educating the mentally retarded.
3. That the regular classroom teachers take a course or some courses in special education whenever possible.

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VITA

Jones, Lilla B. Ashe

Education:

B. S. Savannah State College, Savannah, Georgia, 1948. Student Atlanta University 1952, 1960-1962, 1964-1965.

Experience:

Elementary teacher in Greene County 1939-1952; Morgan County 1952-1959; Oglethorpe County 1959-1963; and EMR teacher in Greene County 1964-1965.

Personal Information:

Married, one daughter. Member: Ebenezer A.M.E. Church, the local T.E.A., G.T.E.A., A.T.A., N.E.A., and Voters League of Greene County.

APPENDIX

AN OPINIONNAIRE TO TEACHERS

ATTITUDES OF TEACHERS TOWARD EDUCATION OF MENTALLY RETARDED CHILDREN

This opinionnaire is designed to find out how teachers feel about educating the educable mentally retarded children. As used here, educable mentally retarded children are those children whose intelligence quotients are between 50 and 75 and they experience considerable difficulty with school work.

Statements concerning the education of mentally retarded children are listed below. Put a check mark (x) in the space provided if you agree with the statement. Put a cross (x) in the space provided if you disagree with the statement. Put a question mark (?) in the space provided if you are in doubt about the statement.

- _____ 1. Mentally retarded children should be educated to make the greatest use of their abilities in order to satisfy their own needs as well as the demands of society.
- _____ 2. Educable mentally retarded children should be educated in the public schools so that they may be able to enjoy the same opportunities that other children enjoy.
- _____ 3. The mentally retarded children progress more in a special class than in the regular classroom.
- _____ 4. The needs of the mentally retarded are the same as any other children.
- _____ 5. The special teacher knows better how to present the materials to the mentally retarded children, and she knows more about the methods that should be used to teach them.
- _____ 6. The best place for the mentally retarded to live while being educated is in his own home if possible.
- _____ 7. The parents of mentally retarded children need help in understanding the condition of mentally retarded children.
- _____ 8. The field of mental retardation is worthy of more experimentation.
- _____ 9. Educating the mentally retarded is more economical than institutionalizing them.

- ____10. The regular teacher does not have the time nor training to give the mentally retarded children justice in the regular class.
- ____11. Special class placement is of little value to mentally retarded children.
- ____12. Mentally retarded children profit more when concrete materials and much repetition are used.
- ____13. The general goals for educating the mentally retarded are the same as those for any other children.
- ____14. The majority of the mentally retarded children become self-supporting after attending school in the special classes.
- ____15. Most parents reject their mentally retarded children.
- ____16. Parents should be told the truth about their child if he is mentally retarded.
- ____17. The curriculum for mentally retarded children should be practical and based on simple, real-life experiences.
- ____18. Remedial instruction in the tool subjects (reading, writing, and arithmetic) should be emphasized in a program for retardates.
- ____19. Retarded children need a watered-down (weakened) version of the regular school curriculum.
- ____20. The general public has sufficient understanding of the educational needs of mentally retarded children.

Directions: Please check all items below that apply to you.

Principal _____ High School Teacher _____ Elementary _____ Special
Class _____
Years of Teaching Experience _____ Have had no Courses in Special
Education _____ Male _____ Female _____.

Please make any comments about specific items or the total opinionnaire which may give additional information.